Course Syllabus
ECED 2380 Language & Literacy in ECE
Nashville State Community College
Semester: Section:

Class Hours: 3 class hours
Credit Hours: 3
Instructor: 
Office: 
Office Phone: 
Fax: 
E-mail: 

Description:
A study of the research-based principles and practices for providing young children ages birth through eight with a strong foundation in language and literacy using a developmentally appropriate approach. Field experiences required. Prerequisite(s): ECED 2315 or department approval.

Required Texts: No textbook is required for this course. Readings, video, and other content is available online at NS Online and you are expected to read/view each one.

Disclaimer: Textbooks frequently change. Be sure to check with the school bookstore to verify the current ISBN of the textbook before purchasing the textbook.

Additional Resources:
The Tennessee Early Learning Developmental Standards

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:
1. Identify the developmental continuum for early reading and writing. (5b)
2. Demonstrate effective strategies for involving families in supporting language and literacy in young children. (2a, 2c)
3. Use informal tools for assessing children's language development and literacy learning. (3b, 3c)
4. Design, implement, and evaluate learning experiences to support development in the following areas: listening and understanding, speaking and communicating, phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge. (1b, 4b, 4c, 4d, 5b, 5c, SS3)
5. Discuss how technology can be integrated to support the development of language and literacy in the curriculum. (4b, SS5)

NAEYC Initial Standards:
The following standards are addressed in this course:
Standard 1: Promoting Child Development and Learning
1b. Knowing and understanding the multiple influences on early development and learning.

Standard 2: Building Family and Community Relationships
2a. Knowing about and understanding diverse family and community characteristics.
2c. Involving families and communities in young children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection

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3c. Understanding and practicing responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities.

**Standard 4: Using Developmentally Effective Approaches**

- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.
- 4d. Reflecting on own practice to promote positive outcomes for each child.

**Standard 5: Using Content Knowledge to Build Meaningful Curriculum**

- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

**Supportive Skills**

3. Written and verbal communication skills.
5. Skills in identifying and using professional resources.

**IDEA Course Evaluation Objectives:**

These objectives will be evaluated through student feedback on Course Evaluations.

- **Objective 1:** Gaining factual knowledge (terminology, classifications, methods, trends)
- **Objective 2:** Learning fundamental principles, generalizations, or theories
- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Major Content Areas:**

- Components of Literacy
- Planning for Literacy: Standards, Curriculum & Assessment
- Literacy for Infants and Toddlers
- Heads Up Mental Model for Literacy
- Talking
- Playing
- Reading
- Writing
- Learning the Code
- Curriculum Studies
- Family Connections

**Field Experiences: 4 Hours of required field experiences**

Students will be engaged in a minimum of 4 hours of field experiences in this course. Students will keep a time card for documentation of hours completed. These hours will include:

2. Literacy Assessment - assessing an early childhood classroom for implementation of literacy environment and experiences

**Assessment: Student learning will be assessed through the following:**

1. **Implementation Plan** – assess and develop a literacy implementation plan for a classroom or a home care setting.
2. **Developmental Continua:** develop documentation of developmental continuum for reading and writing.
3. **Teacher-Made Book:** make one teacher-made book to share with the class.
4. **Exams:** complete a midterm and final exam

**Grading Criteria:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Homework/Journals</td>
<td>170 points</td>
</tr>
<tr>
<td>Exams</td>
<td>100 points</td>
</tr>
<tr>
<td>Teacher-Made Book</td>
<td>70 points</td>
</tr>
<tr>
<td>Implementation Plan</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Revised June 19, 2014
Grading Scale:
Grades reflect student progress in course content. Grading scale is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Class Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>396 – 440 points =</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>352 – 395 points =</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>308 – 351 points =</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>264 – 307 points =</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>Below 264 points =</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: All ECED majors in the AAS degree and Technical Certificate programs are required to receive a C or above in all ECED classes.

**It is the student’s responsibility to check D2L and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L contains specific course information and MyNSCC contains information important for other purposes.**

**Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student’s academic standing.**
ECED COURSE POLICIES

These are course policies required for this course. Read these carefully. Following these policies will assist you in completing this course successfully. Please ask questions if you do not understand any expectation in this course. The ECED faculty wants you to do well!

Attendance/Participation Policy
1. Each student is expected to be on time, attend all scheduled classes, and stay for the entire class session. It is not acceptable to walk in and out of class, unless there is an emergency.
2. An absence is defined as non-attendance for any reason, including illness or emergency.
3. Absences Allowed:
   Regular Fall & Spring Semester: **No more than 3 absences.**
   Summer 10 week term or Practicum Courses: **No more than 2 absences**
4. Any student who has more than allowed absences above will receive a grade of “FA” for the term. An FA computes the same as an F in your grade point average. Coming to class late (after the instructor has taken attendance) and/or leaving early (before the instructor dismisses the class) counts as a tardy. Three (3) tardies count as one (1) absence. Any student arriving more than 30 minutes after class has started or leaving more than 30 minutes before class is dismissed will be considered as absent for the entire class.
5. Any student who is absent is responsible for the content of the class missed and any assignments given. The student is encouraged to get notes and information missed from another student in the class or contact the instructor.
6. In-class assignments cannot be made up.
7. The instructor’s grade book serves as the official record for grades and attendance.

Student Conduct
Nashville State has a zero tolerance policy for disruptive conduct in the classroom. The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College. Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). Each student should refer to the current Nashville State Student Handbook for guidelines for student conduct.

Class Procedures
The class will be a mixture of lecture, discussion, in-class activities and class participation. The instructor will make every effort to work with you, but you are expected to read assignments before class, pay attention, participate in class, and put effort into assignments.

Assignments, Instructions, and Grading Rubrics
For all assignments, you are expected to follow instructions carefully, study the grading criteria, and ask questions if you do not understand an assignment. For some assignments, you may be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

Assignment Format
All assignments are to be typed (using 10, 11 or 12 pt. font) unless otherwise instructed. Assignments of more than one page should be handed in stapled in the upper left corner. Spelling, punctuation, grammar, and legibility will be taken into consideration in grading all assignments. Assignments should reflect college-level work. Misspelled words, incorrect grammar, and messy assignments will be penalized. Always re-read and proof your work prior to turning it in to the instructor.

Revised June 19, 2014
Any assignment turned in that is not typed or is unreadable with numerous grammatical and/or spelling errors may be returned to the student ungraded. The student will need to resubmit the assignment, but will receive a reduction in points (see policy for assignments not turned in on the assigned due date).

Cheating and Plagiarism

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. The work you submit must be written in your own words. This means if you use words directly from a textbook, the internet, or another source for information to complete an assignment or exam, you must cite the source. Students guilty of academic dishonesty, either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or "zero" for the exercise or examination or to assign an "F" for the course.

Late Assignments

Students are encouraged to turn in all assignments on time. In the event that you miss a due date, you may turn in the assignment late, up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work. No assignments will be accepted more than one week late and no assignment will be accepted beyond the last class meeting. It is the student's responsibility to make sure the instructor receives the assignment if it is turned in late. See example below:

EXAMPLE: An assignment worth 100 points is due Feb. 10th. The next class meeting is Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted and your final score will be 80.

Exams

Exam dates are listed on the course outline. You are expected to take the exam on the exam date and to be on time for the exam. If you cannot be in attendance on the exam day, you may take the exam in the Testing Center. Any student who arrives more than 10 minutes after the exam has begun will not be allowed to take the exam in class; they will be required to take the exam in the Testing Center. The instructor will take the exams to the center after the class session the exam is scheduled for. Any exam in the Testing Center must be taken within one week of the date when the exam was scheduled. 10% of possible points will be deducted from any exam taken in the Testing Center.

Experiences with Children

Learning about early childhood requires you to interact and engage with young children throughout the coursework in the early childhood program at NSCC. Some assignments in this course may require you to engage in activities with young children from ages birth through age 8. (See specific instructions on assignments.) You may be able to complete these experiences with children in informal settings such as family or relatives homes, but it is preferable, if possible, to do these experiences in an early childhood program such as a child care center or family child care home. These experiences require the student to be in the "teacher" role; thus, it is not acceptable to do these with your own children. Let the instructor know if you need help or clarification.

Photographs for Assignments

Some assignments may require you to take photographs of your work or project as part of the assignment instructions. You will need access to a camera of some type in order to meet this expectation. Even though you are asked to document your work through photos, you are NOT required to take photos of children themselves. Many families do not wish their children to be photographed. You must have written permission from families to photograph children.

Questions about Graded Assignments and Appointments for Assistance

If you would like to discuss a grade on an assignment or exam, see the instructor after class to discuss the assignment briefly or make an appointment. Class time will not be used to discuss or review individual grades. You are encouraged to make an appointment with your instructor to discuss any questions or concerns in depth.

College Resources for Support

The college provides several resources to support the academic success of students. The Learning Center, located inside the Library, offers students free, drop-in academic assistance with courses in which they are currently enrolled.
at the college. Services include access to computers for research, email, tutorials in course content, and software applications used in classes. In addition, tutors are available to help in many subjects, especially mathematics and writing. Free online tutoring for other subjects is also available to students through Smarthinking. The Library facilitates learning and research for Nashville State students, staff, and faculty. For more information, visit the college website at www.nscc.edu.

**Grading Policy for Early Childhood Majors**
A grade of C or above must be earned in all early childhood courses prior to graduating with an AAS or Technical Certificate in ECED. If you are majoring in the AAS and/or Technical Certificate programs must receive a C or above in this class in order to meet prerequisite requirements for subsequent classes.

**Early Warning Alerts**
Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student’s academic standing.

**Accommodations**
Nashville State complies with the Americans with Disabilities Act. Consult with the office of Student Disability Services. If you need any accommodation(s) for this class, notify the instructor by the second class meeting.

**NS Online and Course Shell**
All courses, face-to-face, hybrid and totally online, have an online course shell that contains important information (syllabus and additional resources) about your course. It is highly important that you become familiar with the online course shell and use it as a resource to support your learning. [This shell is where your instructor will post information in case of class cancellation.-See “Class Cancellations” below.]

To access your course through NS Online, first go to the NSCC homepage (http://www.nscc.edu), then click on “Connect” and scroll down to MyNSCC. Enter your A number and your login to gain access to MyNSCC. You will then click on “NS Online Courses” on the upper right-hand side of the page. Click on the course title under the listing of all your courses and you will be at the home page for your course. Or you may go directly to the NS Online login: https://elearn.nscc.edu/ to gain access to your course.

**Class Cancellations – NS Online Assignment**
When a class is cancelled due to inclement weather or other unusual circumstances, the instructor will post an assignment on NS Online to be completed before the next class meeting. If you have trouble accessing the internet, notify the instructor through a phone message requesting an alternate assignment.

**MyNSCC Email**
It is the student’s responsibility to check D2L (NS Online) and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L (NS Online) contains specific course information and MyNSCC contains information important for other purposes. It is strongly recommended that course related communication to your instructor be sent through D2L (NS Online) course email. The email is located inside your course website. Contact the Help Desk at 615-353-3678 for support.

**Cellular Telephone/Pager Policy**
The use of cellular telephones and pagers in the classroom is prohibited at Nashville State Community College.

**Children in Class**
It is the policy of Nashville State Community College that students may **not** bring children into instructional settings such as classrooms, labs, or the Learning Center.

Revised June 19, 2014
Breaks/Food in Class
The classroom is not an appropriate place or time to eat meals. Please plan on eating before class or during break times.

NOTE: This syllabus is a master syllabus. Specific course requirements are subject to revision at the discretion of the individual instructor. A course syllabus will be provided the first day of class.
## Course Schedule

**ECED 2080 Language and Literacy in ECE**

*Schedule subject to revision by instructor*

Note: There will be a quiz on the reading assignments in each class.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topics</th>
<th>Learning Outcomes</th>
<th>Reading Assignments</th>
<th>Assignments to be Turned In</th>
</tr>
</thead>
</table>
| 1          | Components of Literacy | 1. Describe the Heads-UP Reading mental model.  
2. Define early literacy.  
3. Explain why early literacy is important.  
4. Observe examples of early literacy behavior in young children.  
http://www.familit.org/ |  |
| 2          | Components of Literacy | 1. Define the terms---curriculum, background knowledge, and assessment.  
2. Explain the relationship between curriculum and assessment in relation to early literacy.  
3. Create a literacy-rich physical environment.  
4. Evaluate the effectiveness of early childhood environments in supporting early literacy development.  
5. Identify the learning outcomes for literacy development for 3-5 year olds.  
6. Implement developmentally appropriate early literacy learning experiences with young children using writing tools and materials.  
Read content from Reading Rockets Website: Literacy Rich Environments:  
http://www.readingrockets.org/article/21825/  
Reading #40 from DVD: Developmentally Appropriate Practice: Reprinted from *The Intentional Teacher* by Ann. S. Epstein, Chapter 3: Language and Literacy, NAEYC: Washington, DC, 2006 | Fieldwork #2 |
| 3          | Planning for Literacy: Standards, Curriculum & Assessment | 1. Define and identify the 5 developmental continua related to early literacy.  
2. Evaluate children’s books based on criteria for high quality books for infants and toddlers | “Reading Aloud with Children of All Ages” by Derry Koralek, *Young Children*, Washington, DC: NAEYC, March |  |
| 4          | Literacy for Infants and Toddlers | 1. Define and identify the 5 developmental continua related to early literacy.  
2. Evaluate children’s books based on criteria for high quality books for infants and toddlers | *Reading Aloud with Children of All Ages* by Derry Koralek, *Young Children*, Washington, DC: NAEYC, March | Fieldwork #3 |

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| 5 | **Talking** | 1. Define expressive and receptive language and understand the development of each.  
2. Describe the connection between oral language and literacy, including what research reveals.  
3. Analyze children’s books for use in supporting the development of the seven (7) components of literacy.  
4. Describe three types of planned experiences teachers use to promote children's oral language development.  
5. Plan strategies for using children’s books to support language development.  
2003.  
"What We Know about Early Literacy and Language Development," Zero to Three  
Fieldwork # 4 |  |  |
| 5 | **Talking** | 1. Define expressive and receptive language and understand the development of each.  
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4. Describe three types of planned experiences teachers use to promote children's oral language development.  
5. Plan strategies for using children’s books to support language development.  
2003.  
"What We Know about Early Literacy and Language Development," Zero to Three  
Fieldwork # 4 |  |  |
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5. Plan strategies for using children’s books to support language development.  
2003.  
"What We Know about Early Literacy and Language Development," Zero to Three  
Fieldwork # 4 |  |  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Section</th>
<th>Reading Activity</th>
<th>Research References</th>
<th>Fieldwork #</th>
</tr>
</thead>
</table>
| 6    | Playing | 1. Define symbolic representation.  
2. Describe how play supports literacy development, including what research reveals.  
3. Design a literacy-enriched dramatic play setting.  
4. Develop a plan for incorporating literacy into children’s play in learning centers.  
5. Implement writing experiences through dramatic play with young children.  
“Fanciful, Magical Language in Preschool” by Holly Seplocha and Janis Strasser, Teaching Young Children, Washington, DC: NAEYC, April/May 09.  
| 7    | Reading | 1. Compare conventional reading and interactive reading.  
2. Describe what research says about the role of book-reading in literacy development.  
3. Plan and implement 3 types of reading aloud, appropriate uses and benefits of each.  
5. Use the public library as a resource for providing a variety of genre’s of children’s books.  
http://www.familit.org/  
| 8    | Midterm Exam | | Last date to withdraw | |
| 9    | Writing | 1. Define conventional writing and print awareness.  
2. Explain what research says about the role of early writing experiences in literacy development.  
3. Use the developmental continuum for writing to identify a child’s stage of development.  
“Real Life Reasons to Write” by Louise Mark Romel, Teaching | 7 |

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
</table>
2. Describe the developmental continuum for phonological awareness.  
3. Describe what research reveals about phonological awareness and alphabet knowledge in relation to development of early literacy skills.  
4. Use a variety of teaching strategies that engage children in learning to write their name and support a child’s overall alphabet knowledge and phonological awareness.  
5. Apply meaningful and enjoyable ways to teach letters and sounds.  
“More than ABC’s: The New Alphabet Books” by Rhoten & Lane. (Article on selecting appropriate alphabet books).  
| 12   | Curriculum Studies | 1. Define scaffolding and intentional teaching and curriculum study.  
2. Construct a plan for supporting the growth of a child from one level of the developmental continuum to the next.  
3. Explain the differences in the two approaches giving specific examples of each: a) teaching isolated literacy skills and b) integrating skills within meaningful and purposeful curriculum experiences. | Baker, I., & M.B. Schiffer. 2007. The Reading Chair: All interest areas need books, so spread those books around. Young Children 62 (3): 44-49.  
| 13   | Family Connections | 1. List benefits of parents’ reading aloud to children.  
3. Design teacher strategies for involving families in their children's literacy development.
4. Identify web resources to support teachers in parent involvement in early literacy development.

**Introductory Teacher Guide for Early Language and Emergent Literacy Instruction** (Based on National Early Literacy Panel Report, 2009), National Center for Family Literacy, 2009
http://www.familit.org/


Go to Ele – Early Learning Environment Website: http://ele.fredrogerscenter.org/

Read the document "Cultivating Readers" available online from National Council for Family Literacy. Think about how you would use it to strengthen families' involvement in their child's literacy development.

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<tbody>
<tr>
<td>14</td>
<td><strong>Review</strong></td>
<td>Implementation Plan Due</td>
</tr>
<tr>
<td>15</td>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
</tbody>
</table>
Early Childhood Education
Student Information Form
Please legibly print all information on form.

Course Title_________________________  Semester & Year_____________________

Name_________________________________  “A” Number_____________________

HOME CONTACT INFORMATION
Street & Number_____________________________________________________________
City and Zip_______________________________________________________________
Home Phone______________  Cell Phone ________________________________
E-mail address_____________________________________________________________
Emergency Contact _______________________________________________________

WORK INFORMATION
Employer’s Name___________________________________________________________
Current Position Title____________________Full-time or Part-time?____________
Street & Number_____________________________________________________________
City and Zip_______________________________________________________________
Work Phone_______________________________________________________________

Why did you enroll in this course? To meet requirements for which of the following:
  ____ Associate’s Degree in Early Childhood (AS degree)
  ____ Associate of Applied Science in Early Childhood (AAS degree)
  ____ Technical Certificate in Early Childhood
  ____ Non-degree (CDA preparation, CDA renewal, etc.)
  ____ Other reason?

Sign below verifying: I understand the Early Childhood Education Grade Policy and Syllabus.

Students who are majoring in Early Childhood Education must earn a C or better in all Early Childhood Education Courses. Students earning a D or F in an ECED course must repeat that course earning a C or better prior to graduation with a degree or a technical certificate.

My signature below indicates that I have read the entire syllabus and understand its contents. I agree to abide by the class policies set forth for the course and will be held accountable to such policies. In particular, I am aware of the Attendance/Participation and Late Assignment policies.

I also give my permission to use my work and/or pictures taken of me in class activities for use by my instructor or by other instructors in the Early Childhood department for the purpose of instructing others in appropriate early childhood practices.

Signature_________________________________  Date ________________________

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